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ABSTRACT

Continuing education, as well as initial professional training, is essential for the continuity and growth of school librarianship in Nigeria. Short summer courses often make it possible to improve and update the skills of teacher/librarians without interfering with their school-year duties. For 20 years the Eastern Nigeria (now Anambra State) Schools Library Association has maintained library consciousness among governmental and school authorities and has been instrumental in offering refresher courses for teacher/librarians. The objectives of their refresher courses are (1) to improve the skills of participants in organizing and operating the school library, and (2) to improve the ability of the teacher/librarians to encourage effective use of the school library in the teaching and learning process. The courses include both theoretical and hands-on components, and encourage the exchange of ideas and experiences among participants. Increasing numbers of teacher/librarians have participated in the refresher courses, and an annual "Memorandum to Government" developed from the discussion groups has helped to influence government policies relating to school libraries. References are provided in 18 notes, and information about primary and post-primary school libraries is provided in Appendix 1--Onitsha School Libraries Record for 1979-80 and Appendix 2--Sample Survey of Post-Primary School Libraries in Enugu. (KM)

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THE ROLE OF LIBRARY ASSOCIATIONS IN THE CONTINUING EDUCATION OF SCHOOL LIBRARIANS

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This paper describes the organization by a library association of refresher courses for teacher/librarians for the purpose of narrowing the training gap and improving the standards of school libraries in Nigeria. The example used is the Eastern Nigeria (now Anambra State) School Libraries Association which for the past twenty years has maintained library consciousness in the Government and among school authorities while contributing to the overall improvement of school libraries through the continuing education of school librarians.

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INTRODUCTION

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Even more widespread than the urgent need for public librarians to participate in adult education programs is the need for school

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librarians who can assist children. Children account for by far the greatest number of "new literates" and it is a tragedy when their keen motivation withers for lack of skilled guidance and appropriate reading materials. The scarcity of books and other reading materials is of such alarming proportions in most rural communities that the only books the child may see are those provided by the school or the Church. The number of schools and, by implication, the number of school librarians required to meet this need, far exceeds the requirements of all other branches of librarianship combined.

Lacking sufficient trained teachers and having practically no trained librarians in the school systems, the general solution adopted by school authorities is to place the school library under the management of a teacher/librarian who, according to the individual situation may carry, in addition to either a full or a slightly reduced teaching load the added responsibility of the school library. It is thus not uncommon for conscientious teacher librarians to find themselves in a position similar to that of Melville Dewey and other founding fathers of the library profession - that of starting from scratch to construct a framework for action.

Library associations have a professional obligation to further the interests of their members collectively and individually and this makes them the natural source to which new teacher librarians turn for guidance. Inevitably this guidance moves in the direction of training. Continuing education in the form of short summer vacation courses makes

it possible to improve and update the library skills of teacher/librarians without removing them from their jobs.

In the long run both initial professional training and continuing education are essential for the continuity and growth of school librarianship and must co-exist in harmonious relationship. It is usual historically that when the library profession is new and its membership small, the library association undertakes both initial and continuing professional education. When the association grows it delegates initial professional training to formal educational institutions for greater standardisation and recognition, but continues to sponsor continuing education programs for its membership. The feeling of unity and professionalism engendered among the membership by its involvement in continuing education forms one of the strengths of the library association.

CONTINUING EDUCATION FOR SCHOOL LIBRARIANSHIP IN NIGERIA

Prior to Nigerian independence in 1960 only about ten percent of the primary and post-primary schools in Nigeria were owned by the Federal and Regional Governments while about ninety percent were voluntary agency schools, which were inspected by the Ministries of Education and given grants-in-aid.¹ Most Government post-primary schools had well established school libraries, but most voluntary agency schools did not, partially due to financial constraints and partially due to lack of trained school librarians. Only a very few primary schools had book

collections and these were not organized and thus could not be termed
so 1 libraries in a real sense.

the Nigerian Division of the West African Library Association
submitted a memorandum on School Library Services in West Africa to the
Nigerian Joint Consultative Committee on Education which stated:-

"Most Colleges and Secondary Schools in Nigeria and
Ghana have reasonably sized collections of books, stocks
varying between 3,000 and 5,000. In very few cases are
the libraries in the hands of trained personnel. ..."

It went on to highlight the problems brought about by this lack of
trained personnel:

"... Book-selection is therefore a "hit-or-miss"
affair ... the unorganized and uncatalogued
collections to be found in many schools and colleges
make it impossible for pupils to be taught how to
use a library ... In many cases the teachers
themselves are unaccustomed to using books and
are as much in need of help as their pupils. ..."²

The Memoranda suggested that "qualified librarians should be appointed
to Ministry or Regional Education Staff to supervise all schools
library work" and "where suitable, a Schools Service might well be a
department of the Regional Library Service, but additional trained staff
and funds would be essential."³

It concluded with the following recommendations:

- "(i) the organisation and improvement of existing libraries
in Secondary Schools, and Technical and Training Colleges,
under the supervision of trained personnel.

- (ii) The provision of library services to primary schools where none exists, and the development of existing services, these also to be provided or supervised by trained librarians."⁴

This memorandum from the library association influenced the Federal Ministry of Education to seek advice from UNESCO on the development of school libraries in Nigeria.

In addition to setting up a Model School Library Service in the Federal Territory of Lagos (now the Lagos State School Library Service) which among its other activities held short training courses for school library staff,⁵ Unesco also sent library experts to the four advanced teacher colleges in Lagos, Owerri, Ondo and Zaria to organize their libraries offer a course in school librarianship to the teachers in training.⁶ These experts willingly extended their expertise to the library association and participated in the continuing education refresher courses offered by the Regional branches of the Nigerian Library Association.

Also involved in continuing education courses for school librarians was the British Council. The British Council sponsored training seminars in cooperation with Nigerian librarians in each of the their regions of Nigeria. These courses have played a very important role historically in arousing interest in school libraries and accelerating their development. One such course which re-echoes in Eastern Nigeria Library history was that held in November 1961, taught by M. R. Snodin, Eastern

Regional Director of the British Council, Mr. R. F. Ashby, County Librarian of Surrey and Mr. Gbole Nwikina, Deputy Director, Eastern Nigeria Library Board.⁷ The course was attended by, amongst others, P. A. Njoku who was later to become the Chairman of the Anambra/Imo States School Libraries Association and the Vice-President of the Nigerian School Libraries Association.

The impact of the hundreds of U.S. Peace Corps teachers in the 1960's on Nigerian school library development has been attested to numerous times. Among the tributes made to them are these words from a visiting expert to Northern Nigeria, "We were struck by the enthusiasm, freshness of approach and willingness to grapple with a problem which were shown by many of the Peace Corps teachers whom we met,"⁸ and these from Eastern Nigeria, "A major problem is to attract the students to make use of them (i.e., school libraries) and in this respect outstanding and imaginative work has been done by some of the Peace Corps teachers in the Region."⁹ Peace Corps teachers who served as teacher/librarians weeded out unsuitable books, attracted book donations from their home communities in America, organized the collections, made the library rooms attractive and inspired their library prefects. The culminating impact of the Peace Corps on school library development in Eastern Nigeria came with the appointment of Mary Blockema, a Peace Corps Volunteer, as school library advisor in the Eastern Nigeria Ministry of Education in which role she also served as Secretary of the Eastern Nigeria School Library Association and helped to place the continuing education of school librarians on a regular annual basis.

The Nigerian Library Association served as a natural rallying point for persons and groups interested in the training of school librarians. It's School Libraries Section actively participated in the organisation of workshops and refresher courses. In Eastern Nigeria the school libraries section under the name of the Eastern Nigeria School Libraries Association has organized annual vacation continuing education courses for teacher-librarians since 1964.

The early Lagos City Council Library and the regional library services were strongly influenced by the example of the Ghana Library Board which in addition to its children's libraries operated a School Library Service. After an initial period when the public libraries supplied deposit boxes of books to schools, emphasis shifted after independence to helping the schools develop their own library collections through assistance in acquisitions and staff training.

The pattern of attaching a school library service to the state public library systems was supported by the National Library of Nigeria. From the first conference of State Librarians convened by the National Library in 1968 arose the recommendation for statutory provision of a school library service to be attached to the Library Board in each State of Nigeria.¹⁰

In 1971 the Midwest Library Service came into being and became the first public library system in Nigeria so empowered to run a school library division.¹¹

The early regional library systems and the State Library Systems which succeeded them participate in training school librarians both through offering in-service training opportunities to school librarians and cooperation in continuing education workshops and seminars.

Nigerian library schools offer courses in school librarianship, but their graduates take up employment in other sectors. The library schools and their staff, however participate in workshops and training for serving teacher-librarians. An outstanding effort is the Ibadan Library School's Abadina Library Media Resource Centre, a demonstration laboratory in which is centred its teaching and research concerning school libraries. One of the activities of the Centre is hosting of workshops for training teacher-librarians. The second phase of the Media Centre consisting of audio visual viewing and resources room was completed in 1976. In 1977 Ibadan hosted the annual conference of the International Association of School Librarianship and subsequently launched and maintains the secretariat of the Nigerian School Library Association in the Abadina Media Resource Centre. The Abadina Centre and the Nigerian School Libraries Association have done valuable work in publicizing the media resource centre concept through their workshops for teacher-librarians.¹²

School Librarianship has made considerable advances in Nigeria as well as throughout the world in the last twenty years and has become an accepted speciality of professional librarianship. In Nigeria there has been a steady increase in the number of school libraries and a general acceptance of the educational role of the school librarian. During the past decade the Nigerian Government has taken over the management of all

schools. The National Policy on Education (1977, rev. 1981) states:-

"Libraries are one of the most important educational services. Every State Ministry needs to provide funds for the establishment of libraries in all our educational institutions and to train librarians and library assistants for this services."¹³

Nigeria has witnessed a phenomenal increase in schools since 1970. The number of school librarians required for these schools far outstrips the supply of trained teacher/librarians. The need for continuing education for school librarians is greater than ever before. Most recently the Federal Ministry of Education in January 1985 issued a circular announcing its intention to organize a three-day training workshop in basic library practice for primary school teachers in each state capital.¹⁴

At one time or another the Federal and State Ministries of Education, the British Council, the State library services, the library schools and the library association have cooperated in offering continuing education for school librarians. Two of the most active catalysts have been the Nigerian School Library Association (founded in 1977) with its secretariat in the Abadina Media Resource Centre, University of Ibadan and the Anambra State School Libraries Association (founded in 1963 as the Eastern Nigeria School Libraries Association) with its secretariat in the University of Nigeria, Enugu Campus.

ANAMBRA STATE (FORMERLY EASTERN NIGERIA) SCHOOL LIBRARIES ASSOCIATION

The Eastern Nigeria School Libraries Association, the School Libraries Section of the Eastern Division of the Nigerian Library Association, was inaugurated in 1963. It was the first school library association in Nigeria and an integral part of the Nigerian Library Association. Its major activities were advisory services to schools including issuance of book lists and the organization of annual continuing education vacation refresher courses for teacher-librarians, the first of which took place in 1964.

At that time there were in Eastern Nigeria (now Anambra, Imo, Cross-River and Rivers States) 275 secondary grammar schools, 9 secondary modern schools and 76 Grade II Teacher Training Colleges, all of which were authorized to charge library fees for maintenance of the school library.

A questionnaire survey conducted by the Eastern Nigeria School Libraries Association in 1965¹⁵ to which 188 post-primary schools replied showed that 41 of these had a library block, 106 were using a converted classroom and the remaining 41 used locking cupboards in such places as the Principal's Office, staff room, school hall, etc. Eighty schools had graduate expatriate librarians (mostly, Peace Corps, VSO and CU30) and a further 25 had graduate Nigerian teacher/librarians. The remaining 83 schools had teacher/librarians of varying non-degree qualifications. The rapid turnover of staff (and sometimes the rotation of responsibility for the library among the staff) mitigated against continuity of library

development. Statistics of bookstock varied from 200 - 4,000. It was difficult to assess the value of these statistics since they did not indicate the actual value of the books, many of which were acknowledged to be out of date, unattractive and unsuitable for Nigeria.

School Library priority needs as expressed by the Principals in order of priority were:-

(1)	More and regular funds	listed 134 times
(2)	Visiting advisor	" 101 "
(3)	Book selection help	" 97 "
(4)	Improved physical facilities	" 79 "
(5)	Better ordering arrangements	" 51 "
(6)	Fewer teaching hours for the teacher/librarian	
(7)	Need for a full time library assistant	
(8)	Training for the teacher/librarian	
(9)	An official policy on school library development.	

Except for the need for more and regular funds the other needs were all related to the need for school librarians with professional training.

The Eastern Nigeria School Libraries Association was active in all parts of the Region. Its executive committee was composed of practicing teacher-librarians representing all of the education zones of Eastern Nigeria. The achievements of the Association from its founding until the outbreak of the Nigerian Civil War in 1967 include:-

1. The drawing up of Minimum Standards for School Libraries and their submission to the Ministry of Education which formally adopted the standards for use in the inspection of schools in 1965;

2. Continuing education training for more than 300 teacher-librarians attending the association's annual refresher courses at the University of Nigeria, Enugu Campus from 1964 - 1966;
3. Publication of a quarterly bulletin and annotated lists of recommended books and periodicals for school libraries;
4. The development, in cooperation with the State Library Board and the British Council of a model school library;
5. The acceptance by the State Government of a school libraries section in the Ministry headed by an Inspector of School Libraries, first a Peace Corps Volunteer and afterwards a Graduate Nigerian Librarian.

Following a period of inactivity during the Nigerian Civil War the association was reconstituted in 1970. Based on the new state structure of Nigeria it was renamed the East Central State School Libraries Association. The reactivation of the Association owed much to the school libraries section of the Ministry of Education headed by the Inspector of School Libraries. It immediately resumed its role as a leader in the continuing education of school librarians and with the cooperation of the British Council organized its first post-war refresher course in 1972 at the University of Nigeria, Nsukka. Since then it has held ten refresher courses. Very few years passed without a course. The association loosely embraced all primary and post-primary schools in its area of operations although it maintains an average annual paid membership of 150 only. Its organisational structure includes representatives on the Central Executive Committee from each of the State education zones. The Association has received recognition and

assistance in its continuing education courses from the British Council, the IFLA Children's Section and the State Government.

Among the progressive developments with which it is associated are:

- 1) Annual vacation continuing education courses for teacher-librarians;
- 2) Editing and publication of the School Libraries Bulletin;
- 3) Publishing under the imprint of University Press (Nigeria) and name of the secretary of The Manual for School Libraries on Small Budgets, now a widely used manual and textbook in simple librarianship;
- 4) Adoption by the State School Board of the Association's recommendation that full time library assistants be appointed to assist teacher-librarians;
- 5) Acceptance by the State government of library studies as an approved course for which serving teachers may be granted study leave and financial sponsorship;
- 6) The re-introduction of library fees (suspended throughout the 1970's) to provide regular financing for school libraries;
- 7) The introduction by the State Government of specialty in school librarianship in the curriculum of the three post-secondary colleges of education in the State.
- 8) The provision of a degree course in library science in the University of Nigeria, Faculty of Education with a curriculum which combines courses in educational methodology, a subject minor and a major in library science.

THE REFRESHER COURSE FOR TEACHER-LIBRARIANS

The Association recognizes that the course content of the refresher course for teacher-librarians must be tested against two objectives

- 1) the improved skill of participants in organizing/operating the school library, and
- 2) the improved ability of the teacher-librarians to encourage effective use of the school library in the teaching and learning process.

The content of the "skills and techniques" portion of the course is generally practical and involves the following: methods of acquiring books in the local situation; accessioning procedures; cataloguing and processing (including instruction in the use of the simplified Dewey); methods of recording loans, preventing book loss, preserving and repairing books; and training student library helpers.

The content of the lectures on improved use of the school library are theoretical and include: the school library as a force for educational excellence; use of the library in encouraging reading skills; non-book materials in the library; library user guidance and motivation; library lessons for students; arrangement of the library and library displays; staff participation in the school library.

Whenever possible a practical "hands-on" approach is adopted.

Participants are encouraged to discuss procedures for book acquisition with the local booksellers who mount displays at the course. Practical workshop sessions on cataloguing are held in the cataloguing workroom

of the host library and those on book repair in the bindery. Borrowing procedures and library display are demonstrated.

Lecturers are drawn from locally available professional librarians who give their time freely. In the 1960's visiting librarians from Unesco, the Ford Foundation, British Council, Peace Corps and USIS also gave lectures.

At least one experienced educationalist joins the teaching team. Often use is made of lecturers from the Colleges or Faculties of Education. The Chairman and members of the executive of the Association, many of whom are Principals who were formerly teacher-librarians serve as resource persons, sharing their own experiences and the ways they have found to be effective with the participants.

The Association has discovered that opportunities for discussion are very important. Participants are encouraged to exchange ideas and experiences with each other in both formal and informal discussion and to examine critically the state of their own school libraries.

A traditional feature of the Anambra State School Libraries Association refresher courses is the annual Memorandum to Government which is developed from these discussions groups. In it the current situation in the State's school libraries is surveyed and recommendations made to Government on policies for improving the libraries. These annual memoranda have been the forerunners of constructive Government policy decisions on library standards, library staffing, library funding and training.

The British Council and IFLA both assisted the Association at different times in obtaining copies of the Dewey Decimal Classification for British School Libraries for use as a teaching tool. In its absence duplicated summaries are used. The Association's Manual for School Libraries on Small Budgets¹⁶ is the perennial textbook. It has developed in stages from mimeographed single lectures into a bound volume of lectures and finally to a printed edition rewritten by the Association's secretary. The Association distributes to its members at cost price.

Participants are generally nominated and sponsored by their schools but may also be self-sponsored. In selecting participants the Association endeavours to spread the results of its training evenly over the State. It has sometimes been possible to obtain small grants from Government to pay the costs of the course for participants thus selected by the Association.

Primary Schools are actively encouraged to send participants to the refresher courses and the Association has sponsored a number of them.

The rapid increase in new schools during the 1970's coupled with the depressed state of the economy in the 1980's have made it increasingly difficult for the Association to obtain even coverage of the state by means of a single course each year. Economic austerity has made it difficult for many schools or individual teacher-librarians to pay the costs of room and board during the course. Coupled with this Government grants for this purpose have dwindled away. For this

reason the 1982 course was non-residential and this in turn meant that most participants came from Enugu and environs. The Association is looking into the practicality of holding refresher courses in each of the five education zones in rotation. The greatest drawback is the lack of large demonstration libraries to serve as laboratories and to offer staff as lecturers in the more rural education zones.

Periodically the Association undertakes follow-up surveys of school libraries and their staff to help it assess the after effects of its courses. The 1965 survey has previously been cited. In 1972 the Association surveyed school libraries to see how they were recovering from the effects of the Civil War. The next survey came in 1976 after 5 annual refresher courses. It showed increasing numbers of schools whose teacher-librarians had received some training and whose libraries had minimum facilities with bookshelves, a few items of equipment and some reading tables. Growth of bookstock was however conditional on funding. The ₦2,000 annual grant from the Federal Government to the libraries in Teacher Training Colleges enabled them to build up collections of about 5,000 volumes by 1976 despite the losses suffered during the war. A survey in 1977 showed that 80 out of 83 post primary institutions in Anambra State had a teacher-librarian¹⁷ but only the teacher-training colleges had had more than ₦100 available in 1976/77 for the library. In such circumstances most teacher-librarians turned to the PTA for aid.

Participants have criticised the short duration of the Association's courses. The Association counters this criticism by encouraging participants to attend more than one course. A 1976

survey¹⁸ of Anambra and Imo States showed that 75 serving teacher-librarians had undergone up to six weeks of training, the majority of them by attendance at three or more of the Association's vacation refresher courses.

Primary School Library Buildings formed part of the design of the Federal Government's Model Primary Schools built in support of the Universal Primary Education program of the 1970's. From 1976 onward about a third of the participants in the Association's refresher courses were drawn from the primary schools. A 1980 survey showing the achievements of the school librarians in 23 primary school libraries in Onitsha shows the enthusiastic response of this group of school librarians (Appendix I).

A sampling taken in March 1985 of nine post-primary schools in and around Enugu provides a glimpse of the situation at a time when new books had become almost unavailable (Appendix II).

The Association has found over the years that its refresher courses provide an ever growing membership of both primary and post primary school librarians and that this membership enables it to speak to Government with a voice which is respected. The cooperation between the State Government and the Association in formulating policies relating to school libraries has resulted in a high level of school library awareness. The Association's continuing education refresher courses have helped in no small measure to enhance the status of the Association.

The Association foresees no reduction in the need or the demand for its continuing education courses for teacher-librarians. In addition to the rising standard of school libraries, the feeling of unity and professionalism engendered by them among school librarians and educational authorities appears to be an enduring and valuable side benefit.

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Onitsha School Libraries Record for 1979/80

No	Schools	Their Achievements	Their Needs
1.	Bishop Shanahan Primary School	Constructed a class room size block. Provided furniture and a few books at the cost of N3,701.00.	This School needs more books, and more reading chairs. Already functional.
2.	Queen of the Niger P/S II	Constructed a class room size block the cost of N3,200.00.	Needs furniture and books.
3. Anyogu P/A I & 4. Anyogu P/A II		Constructed a building of two class room size for library use at the cost of N5,980.00.	Needs furniture and books.
5. Omu Nwagboka 6. P/S I and II Jointly		Reconstructed their library at the cost of N2,189.75 .	Needs furniture and books.
7.	Onyeabor	Constructed furniture, bought books and painted their library at the cost of N708.00.	Needs more reading space.
8.	Ezechima P/S	Established library with the help of donation of funds amounting to N2,980.00.	Needs furniture and books. Already functional.
9.	Obi Anazonwu	With donations totaling N1,560.00 established their library to a functional standard.	Needs more reading chairs, books and shelves. Already functional.
10.	Higher City P/S Fegge Onitsha	Established their library with the aid of P.T.A. at the cost of N1,630.00.	Needs furniture and books. Already functional.
11.	Nupe Square I Fegge-Onitsha	Established library with the help of P.T.A and book donations from publishers.	Needs furniture and books.

No	Schools	Their Achievements	22 (D.S. Obi) Their Needs.
12. Zik Ave. P/S I 13. & II Jointly		Reconstructed their library at the cost of N2,690.00.	Needs furniture and books.
14. Osomari P/S Ogbaru District		Had a donation of library apartment, and books and other items of library materials worth more than N900.00.	Needs chairs, tables, shelves and clock. Already functional.
15. Pegge Community P/S I		Had established a standard library costing N1,250.00.	Needs furniture and books. Already functional.
16. Central School Akili Ozizor		Established a standard library.	Needs furniture and books. Already functional.
17. Waliwo P/S I		Established library; provided books and shelves at the cost of N871.00.	Needs tables, chairs and books.
18. Waliwo P/S II		Established library provided furniture at the cost of N1,980.00.	Needs bulletin board, bookstands and books. Already functional.
19. Central School Onitsha		Had a library, shelves and a few books.	Needs reading chairs, tables and books. Already functional.
20. Obi Okosi		Reconstructed their library apartment, provided shelves and few books.	Needs books. Already functional.
21. Army Barracks		Had books shelves and table.	Needs furniture and books.
22. Crowther P/S		Established library and provided few books.	Needs bookshelves and books.
23. Nwora Umuanna		Established library and provided few books.	Needs furniture and more books. Already functional.

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Sample Survey of Post-Primary School Libraries in Enugu
by Mrs. Ethel Obiajulu,
Dept of Library Studies, Awka College of Education, March 1985

School	Classroom or Sep Library	No of seats	Number of Volumes	% of subjects taught cover by collect.	Classified DDC	New books in past year	Visual aids	Card catalogue	Register	T/L	Library Assistant	Student Librarians	Library Period	1985 Survey Problems
Girls Awkunanaw	✓	-	12	800	50%	✓	15	-	-	✓	✓	✓	-	No building furniture, no funds
Nat. H.S., Nike	-	✓	50	3,000	100%	✓	400	✓	✓	✓	-	✓	-	lack of library assistant
W T C	-	✓	50	5,000	75%	✓	-	✓	✓	✓	✓	✓	-	library is too small, not enough books
C I C	✓	-	50	2,000	75%	✓	-	-	✓	✓	✓	✓	✓	need more qualified staff
Queens	-	✓	50	5,000	100%	✓	over 1,000	-	✓	✓	✓	✓	✓	lack of books, trained personnel, reading spaces
Boys Awkunanaw	-	✓	50	3,000	100%	✓	400	-	✓	✓	✓	✓	-	teacher-librarian needs more training personnel librarian preferably cat cabinet is unused T/L has no part in recommending books
Idaw River Girls	✓	-	10	300	not known	Nil	300	-	✓	✓	✓	✓	-	Nil mentioned
H R C	-	✓	50	5,000	75%	✓	300	✓	-	✓	✓	✓	-	need more books, book repair materials card- catalogue, need to examine the class scheme
Grand Sec. School	-	✓	50	2,000	30%	✓	Nil	✓	-	✓	✓	✓	-	need more space, cat cabinet, better security of books

D.S. Obi

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